

Key Question

What factors contributed to this revolution?

Vocabulary

Academic vocabulary

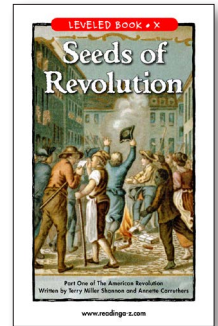
- *allow (v.), common (adj.), compete (v.), secure (adj.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within texts, lessons, and assignments.

Story words

- *allies (n.), banish (v.), colonists (n.), debts (n.), delegates (n.), militia (n.), mutiny (n.), parliament, (n.) protesting (v.), rebellious (adj.), resentment (n.), retaliate (v.), retreating (v.), revolution (n.), rights (n.), taxes (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Seeds of Revolution*.



Ask and answer questions

Before reading, have students study the photos/illustrations throughout the book with a partner. Partners can discuss any questions they have about the book based on the photos/illustrations and write them in the margins of the book. While reading, students can answer their pre-reading questions or pose new ones for further exploration.

Text features: Maps

Have students study the map on page 9. Ask students to tell what information is represented in the map. Ask students how the map supports the text. Explain to students that authors add images to their text to help readers better understand what they are reading. Encourage students to take time to look at the images and captions in the book as they read.

Graphic organizer: Cause and effect

Show students the lesson [graphic organizer](#). Explain or review the relationship between *cause* and *effect*. Have students brainstorm a few examples of causes and effects. Have students complete the graphic organizer as they read the book. Discuss when finished.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Who wanted land in the New World?* (level 1)
- *What allowed the colonists the opportunity to develop their own ideas and ways of doing things?* (level 1)
- *What happened to Fort Duquesne?* (level 3)
- *What was the result of the Treaty of Paris?* (level 2)
- *What ideas did King George III and Britain's Parliament have for the New World?* (level 3)
- *What does "taxation without representation" mean?* (level 3)
- *How was the Stamp Act repealed?* (level 2)
- *What were the soldiers under the Continental Congress called?* (level 2)
- *What was "the shot heard around the world"?* (level 2)
- *Who warned the troops at Lexington and Concord that "the British were coming"?* (level 3)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write the causes and effects in the correct sequence in the boxes below in order to show how one event effects another.

Book Title: _____

